

Intervention Councelling Based Multicultural Values In Child Behavior Alleviation

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Abstract. The research background describes the social changes that occur in the Indonesian nation-state so rapidly, this is one the reasons it is easy to obtain means of communication and transportation so that if adolescents do not have strong filters they can sore norms and behavior, especially teenagers are very vulnerable to changes that are leads to a form of mischief. The purpose of this study describes: 1) the factors that cause delinquency in children; 2) forms of child delinquency; 3) how to deal with children's delinquency; 4) implementation of multicultural values-based counseling intervention services; and 5) barriers to service delivery. This type of research is quantitative with a descriptive approach. The research subjects were students of SMA in Semarang City, while the data collection tools were observation, documentation, interviews, and questionnaires, while the data analysis technique used is descriptive percentages. The results obtained the conclusion that the handling of delinquency in high school children by counseling counseling through the intervention of multicultural values-based counseling services still needs serious attention from various parties and there needs to be a sustainable program, because there are still some counseling teachers who experience obstacles in the implementation of counseling intervention. Then alleviation of children's deviant behavior in the form of delinquency has not been optimal.

Keywords: *Counseling Intervention, Multicultural Values.*

Abstrak. Latar belakang penelitian mendeskripsikan perubahan sosial yang terjadi di negara-bangsa Indonesia begitu cepat, hal ini salah satu sebabnya adalah mudahnya diperoleh sarana komunikasi dan transportasi sehingga jika remaja tidak memiliki filter kuat dapat melakukan penyimpangan terhadap norma dan perilaku, apalagi remaja sangat rentan terhadap perubahan yang mengarah pada bentuk kenakalan. Tujuan kajian ini mendeskripsikan: 1) faktor penyebab kenakalan anak; 2) bentuk kenakalan anak; 3) cara mengatasi kenakalan anak; 4) pelaksanaan layanan intervensi konseling berbasis nilai-nilai multikultural; dan 5) hambatan dalam pelaksanaan layanan. Jenis penelitian digunakan kuantitatif dengan desain deskriptif. Subjek penelitian adalah peserta didik SMA di Kota Semarang dengan alat pengumpul data observasi, dokumentasi, wawancara, dan angket, sedangkan teknik analisis data digunakan deskriptif persentase. Hasil penelitian diperoleh simpulan bahwa penanganan anak oleh guru BK melalui intervensi layanan konseling berbasis nilai-nilai multikultural masih diperlukan perhatian secara serius dari berbagai pihak dan perlu ada program tindak lanjut, sebab masih ada sebagian guru BK yang mengalami hambatan dalam pelaksanaan intervensi konseling, maka pengentasan perilaku menyimpang anak berupa kenakalan hasilnya belum maksimal.

Kata Kunci: *intervensi konseling, nilai-nilai multikultural.*

INTRODUCTION

In this decade, social change has been very fast, one of which is caused by the poverty of the community (: children) in obtaining communication facilities and supporting factors in the form of reading tools. This condition is if there is no filter as a control tool, it will allow the child's behaviour to experience deviations in both behaviour and normal terms. Likewise with the psychological condition of the child both individually and by external influences, so that in general it can be said that adolescents are easy and vulnerable to change, this change can be manifested in the form of behaviour deviations, such as delinquency for adolescents (Sayekti, 2013).

The perspective of deviating behavioural begins following social rules, the existence of various value systems, and norms that apply in society, especially for the Indonesian nation-state which is very complex and diverse and plural. It should be noted for individuals that multicultural values from diverse ethnic groups need awareness that does not need to be regional, ethnic, and religious, but is focused on the view of one Indonesian nation-state (Slamet, 2019).

The existence of deviant behaviour is the cause of a problem, this, if allowed to drag on, can endanger its purity in the value system in society. Talking about the concept of deviant behaviour, there is actually a way to the truth as a path that must be taken, so it is necessary to distinguish between deliberate

and unintentional deviant behaviour. Unintentional behaviour occurs because someone does not understand the existing rules and norms, while deliberate deviant behaviour is generally due to certain interests so that awareness in the application of the behaviour is not carried out properly and the result is offensive or detrimental to the interests of others.

The description above, as developed by Beker, was quoted by Anthony (2002) which states that there are people who have and do deviant behaviour from the norms and values in the social order due to certain needs and interests so that the person commits deviations. This condition can occur because basically, every human being has a desire or urge which in certain situations deviant behaviour is needed. This happens because of an abnormal situation, but if in a normal situation it is based on the consideration of understanding and applying the values and norms of truth, the motive for the deviant behaviour will not occur.

Sayekti (2006) suggests that based on the results of a research survey on adolescents (school) it was found that there was deviant behaviour during school hours. This description is known because children are still wearing school uniforms in shopping malls, smoking, and just sitting on the side of the road, as well as other activities such as eating at malls and the like.

Related to deviant behaviour in school children, this behaviour can be categorized as a form of delinquency. Therefore it is necessary to immediately take action so that the delinquency does not spread to other friends and can even lead to failure in his studies. One of the actions or treatments in reducing the child's behaviour is through multicultural values-based counselling interventions.

This counselling intervention is carried out by counsellors or counselling teachers and other teachers (History and PPKn), while the need for the application of multicultural values, because historically Indonesia is a pluralistic country, so the application of these values has become a necessity (Slamet, 2017). It is hoped that with the application of this model children will realize the mistakes they made so that children have positive behaviour that can be accepted at every level of association.

In the implementation of counselling interventions, the role of counselling teachers is very important in alleviating children's behaviour at school. Moreover, if it is seen from the ratio of the number of BK teachers to the number of children who take education is still very low, this is not to mention the addition of some BK teachers who do not have professionalism. Whereas the professional counselling of counselling teachers is a professional teacher who assists in alleviating problems that are owned by children.

The need for this assistance is based on the viewpoint of Jones (2011) which states that there are several dimensions of the need for the application of assistance by counsellors to individuals, including children. The first dimension needs clarity in seeking help, the desire to assist, the skills the counsellor has, the method or process for the assistance given and received. The second dimension is a dimension of assistance in several preconditions based on character, both the character of the counsellor and the character of the client.

The implementation of counselling interventions can be assisted the counsellor to the client through data collection such as factors that cause children to commit deviant behaviour so that assistance in solving is needed, diagnosis of specific characteristics of deviant behaviour, and the results obtained after alleviation and notes as a follow-up to deviate behaviour these can be eliminated over time and overtime.

Regarding the application of multicultural values in the realm of education, it can be believed in a real way as a way of solving conflicts from disharmony, especially the association of children. In other words, the application of multicultural values by History and PPKn teachers can be used as a solution in solving socio-cultural problems (Parekh, 2012). The learning model related to the inculcation of national values already exists, but in its implementation, it lacks accreditation

(related to hours) so that children's understanding of ways to respect differences in friends from culture, ethnicity, religion, language, territoriality, and other diversity is still considered very important. less. This condition can be seen by the existence of conflicts that often arise in community activities, such as those associated with SARA, ethnicity and the like (Slamet, 2020). This incident shows that the understanding of tolerance and respect for others is still low and very lacking.

This description is as emphasized by (Naim and Sauqi, 2011) which states that education with the application of multicultural values has 2 (two) responsibilities, preparing the nation to face and stem cultural flows from outside, especially in this era of globalization, and understanding the nation itself because of a plural condition in terms of religion, culture, ethnicity, regionalism, and other differences.

Education related to nationality and ideology has been given to children from basic education to tertiary education, but multicultural education has not been given in the correct proportion, so schools and colleges as educational institutions need to develop multicultural education in accordance with the principles of autonomy and educational models in respective schools. According to Slamet (2019), multicultural education should be included in subjects of nationality, ideology and morals, as well as subjects: History, Civics, Religion, and BK. Thus, the objectives

of this study are 1) to identify the forms and factors that cause wear and tear through treatment with counselling service interventions; and 2) handling and raising awareness by applying multicultural values that even though there are different ethnic groups, languages, religions, social societies, cultures, regions and so on, in fact, they are one, namely the Indonesian nation-state.

RESEARCH METHODS

The research design used descriptive with a quantitative approach, intending to describe with the intention of making a systematic, factual and accurate narrative or description of the facts and characteristics of the phenomena being investigated (Creswell, 2009). Quantitative descriptive research was a study that places scientific methods and methods to obtain data for a specific purpose. Data collection techniques used observation, documentation, interviews, and questionnaires to obtain the latest conditions about the object and subject being studied (Arikunto, 2010). Quantitative descriptive research also tried to describe the real conditions that were current and happening currently under study. Therefore, the choice of research method hat to be determined correctly by selecting and sorting based on scientific characteristics to obtain data with the proper purpose and use.

The subjects of this study were 60 high school students in Semarang City using a proportional random sampling technique. The

indicators of the variables were used to measure the dimensions of 1) factors that cause delinquency in children; 2) forms of child delinquency; 3) how to deal with children's delinquency; 4) implementation of multicultural values-based counselling interventions and 5) barriers to service delivery.

Data collection tools used observation, documentation, questionnaires, and interviews. Before the questionnaire was used for data collection, validity and reliability were tested, and all instruments had met the requirements so that they were said to be valid and reliable, while the data analysis used the percentage descriptive analysis technique (DP).

DISCUSSION

Factors that cause delinquency in children

The results of the distribution of instruments from 16 questionnaire items showed that 14.22% of children strongly agreed, which means that children did delinquency (more than friends), 52.63% agreed, which meant that students committed delinquency, 32.55% disagreed, which means that children did not commit delinquency, for the criterion strongly disagree, a score of 0% is obtained which means that there are no children who do not commit delinquency. As for the mean or mean score, it was obtained 3.23, which means that most of the children answered at a score of 3, which means

agreeing with the children's answers to delinquency.

This answer is supported by the results of interviews with resource persons (counselling teachers). It can be argued that the factors causing children's delinquency are very diverse, which can be grouped into internal and external. However, in detail, it can come from the influence of technology, lack of parental attention and affection, parents lack supervision, association with peers and peers, lack of basic understanding of religion, lack of availability of places or media for channelling talents and hobbies, children like harbouring problems, there is no education specifically related to personality or character education as well as the application of multicultural values.

Forms of Children's Delinquency

The results of data processing based on the distribution of instruments to children discussed by 16 statement items show that 15.04% of the children strongly agree, which means that children commit violations as revealed by the teacher, 53.74% agree, which means that children commit forms of delinquency revealed by the teacher, 31.22% disagree and for the answers strongly disagree, a score of 0% is obtained, which means that no child gives a response. As for the mean score, it was obtained 3.16, which means that most children gave answers at a score of 3, which means agreeing with the forms of delinquency

carried out by children and expressed by the teacher.

This data is supported by the results of interviews with informants, namely counseling teachers, that the forms of children's delinquency are very diverse, such as: speeding on the road when riding a motorcycle, forming groups that deviate from ethics and norms such as motorcycle gangs that lead to destructive actions such as fighting, storing pictures or reading. porn stories that can destroy morals and mentally, smoking, drinking alcohol, breaking school rules, doing doodling or vandalism in public places, and annoying friends to get the attention of others, all as disciplinary actions, deviant from the rules in the home and society as a deviation from ethics and norms.

Overcoming Children's Delinquency

The results of descriptive data processing based on the distribution of instruments to children with 20 statement items showed that 14.92% of the children strongly agreed with the guidance that the counselling teacher used for handling, 52.15% agreed with the method used by the counselling teacher to handle children's delinquency, 32.93% disagreed Regarding the method of handling carried out by the counselling teacher, the answer was very disagreeable, a score of 0% was obtained, which means that no child answered it. As for the mean score, it was obtained 3.22, which

means that most of the children answered at a score of 3, which means that they agree on how to handle children's delinquency behaviour carried out by the counselling teacher.

The conditions above are supported by the results of interviews from resource persons, namely counselling teachers that how to deal with children's delinquency by counselling teachers, among others, can be formed learning experiences in arousing curiosity tailored to the needs and goals and interests of children in engaging in planning learning activities, understanding experiences real life, and the child actively strives for development so that the learning program is not rigid so that it encourages children to carry out investigations and experiments so that children can find the results independently. The teacher acts as a learning resource rather than conveying information, the teacher provides motivation and appreciates the child's opinion, allows the child to learn based on mistakes because it can be used as a basis for standing so that no more mistakes are made, trying to understand the child's personality so that children need guidance to understand their personality and interest in facing the future. Understand awareness so that children have the enthusiasm to get maximum results, instil a sense of compassion for others, understand spiritual values to the maximum, and instil an attitude of love to help others who need them so that children have a spirit of high social awareness.

Implementation of Multicultural Values-Based Counseling Interventions

The results of data processing from the 27 item instrument showed that 90.8% of the teachers answered YES, which means that BK teachers carry out BK services seriously and according to what is new, and 9.1% with the answers does not mean that the teachers do not carry out BK services seriously -really. The answer is NO if it is seen as small, but seen from the role of the guidance and counselling teacher is very large, therefore it is necessary to find an answer, the reason for the counselling teacher is not implementing it properly and not optimally. In standing the need for handling children's delinquency through counselling interventions based on multicultural values.

The implementation of services carried out by counselling teachers is based on the instrument of teacher needs in handling children's delinquency through appropriate counselling interventions, so that the results of interviews and answers to open questionnaires can be presented. Based on the results of interviews with counselling teachers, it can be argued that there is a need for an increase in the relationship with the character of positive assistance to important (actual) conditions for a child's personality to change. The relationship condition, for example, is related to empathy as a child's strength in understanding the feelings of others. A sense of empathy is also a child's understanding of

the proper framework for thinking internally in the child, besides that it is also part of the counsellor or counseling teacher's communication to students as verbal clients.

Positive reinforcement is an appreciation for clients who see each of them as having their uniqueness, so the counselling teacher in the implementation of handling avoids distinguishing values and personalities towards certain children. Concerning assistance with children's problems, counsellors through the application of authenticity characteristics in counselling interventions, namely suitability related to situations and conditions as a reflection of honesty, openness, and clarity, because the authenticity of the counsellor to clients can facilitate an atmosphere of mutual trust from the running of processes and services carried out by the counsellor or counsellor. Multicultural values that can provide an understanding of differences, both ethnicity, language, religion, social, culture, and territory and the like give an idea that there is only one, namely Indonesia, so children's delinquency takes the form of brawls, fights, especially related ones. with SARA need not happen.

Barriers in Service implementation

Based on the results of data processing from the distribution of the 6 item instrument, it shows that 75.75% of the guidance and counselling teachers answered YES means that the BK teachers have encountered

obstacles in the implementation of BK services in schools, and 24.25% with the answers NO means that the BK teachers have found no obstacles in implementing BK services in school. It can also be argued that although the efforts of BK teachers in implementing services are quite high, there are still obstacles in the implementation of services.

Obstacles in the implementation of guidance and counselling services carried out by counselling teachers are based on the results of interviews with several counselling teachers which show that some children are still shy and maybe proud to not openly disclose the problems they face so that the guidance and counselling teachers as counsellors must have the initiative to open up so that the client (child) wants to reveal the problem at hand. The purpose of addressing this problem is that the child is between worry and objection, between awareness and unconsciousness, which all affect the service process in the form of counselling interventions.

Counsellors in dealing with conditions like this must begin with interviews that generate information from clients to provide the solutions needed for clients. The objectives to be achieved in the implementation of this counselling intervention include the counsellor listening to something conveyed by the client, the counsellor refrains from talking too much which can increase anxiety for the client, counselling needs to arrange the words subtly in conveying information, and realizing that

the topic choosing with the client is a topic that is currently being understood and needs solving as a solution. In addition to the obstacles obtained from clients, other obstacles experienced by BK teachers in general and especially in SMA Kota Semarang both public and private, include the ratio of the number of BK teachers to the number of children is not balanced.

According to Permendikbud Number: 111/2014, the ratio of the number of BK teachers to handle and provide services and guidance is 150 children, so administratively there are many obstacles. This can happen because BK teachers do not / lack the opportunity to do administrative activities, which is due to the many problems faced by students and it is necessary to immediately reduce them to get alleviation

CONCLUSION

In general, the handling of delinquency in high school children by counselling teachers based on multicultural values-based counselling in the city of Semarang needs serious attention from various parties, especially officials and stakeholders, in the education sector. This can be seen from the results of the assessment of instruments both to children and to counselling teachers, as well as the results of interviews with History, Civics, and BK teachers. There are still some BK teachers, who encounter obstacles in implementing the intervention, this is

necessary. One of them is the offer and/or findings of research on counselling interventions based on multicultural values from researchers carried out in alleviating deviant behaviour in the form of delinquency in high school children in general.

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